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ABSTRACT

This report focuses on the extent of the foreign language teacher shortage, including avenues explored to curtail shortages and incentives for recruiting new teachers or for helping current teachers to maintain or improve their skills. Questionnaires were sent to foreign language supervisors in state education agencies of the 50 states and the District of Columbia (with a response rate of 84%). The most significant finding is that 55% of states reported that no data are kept on projected teacher supply and demand; much of the data collected are for the current academic year only, with few projections into the future. However, the following observations are made: 40% of respondents reported a teacher shortage at the elementary level and 48% at the secondary level, with teachers being hardest to find for rural areas and small school districts; overall, 69% of respondents expect a shortage by 1993; "alternate" certification appears to be the most common way of obtaining new teachers; recruitment incentives are offered in 26% of the states reporting and 21% are bringing teachers or teaching assistants from overseas; inservice opportunities are available through state or federal programs; and three states--North Carolina, Tennessee, and Virginia--are operating Governor's Language Academies for intensive language instruction. (LB)

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STATE ACTIVITIES UPDATE: FOCUS ON THE TEACHER

Compiled by
Jamie B. Draper
Joint National Committee for Languages

December 1988

I. Introduction

This is the fifth in a series of annual surveys examining foreign language and international education across the United States. The past two surveys have each focused on a specific aspect of these two areas: international studies and exchanges. Because of the increased interest in foreign language study among policymakers over the past few years, the number of programs being offered and student enrollments in those programs at all levels have reached the highest proportions in many years (see *Foreign Language Annals*, October 1987 and *ADFL Bulletin*, December 1988 for national foreign language enrollment figures). This has lead to concerns over foreign language teachers: are there enough, are they properly trained, and do they have adequate resources available to do their best?.

Consequently, this year's survey attempts to document the extent of the foreign language teacher shortage, what avenues are being explored in attempting to curtail shortages where they do exist, and what opportunities and incentives are available to attract new foreign language teachers and allow current teachers to maintain or improve their language and teaching skills.

The information for this report was obtained through a questionnaire sent out to the foreign language supervisor or other person responsible for foreign languages within the state education agencies of the fifty states and the District of Columbia, with a response rate of 84 percent. Additional information for the state-by-state listings was provided through newsletters and other publications, as well as personal conversations. Complete information on language teacher certification requirements in each state may be obtained from the report, "Certification of Language Educators in the United States," by Margaret McFerren, available from the Center for Language Education and Research, University of California, Los Angeles.

II. Summary of Findings

Probably the most startling finding of all is that few states are in a position to know whether to expect a teacher shortage. 55 percent of state responding reported that no data was kept on projected teacher supply and demand, particularly foreign language teacher supply and demand. These state education agencies generally determine teacher supply problems based on conversations with local school districts, the number of requests for "emergency" certification, the number of advertisements appearing in newspapers, etc.

Much of the data that *is* collected is focused only on the current academic year, with few projections into the future. Further, what data is collected is generally not in a format which allows cross-state comparisons. Consequently, the results from this survey regarding teacher shortages should not be considered to be definitive; however, neither should they be dismissed. While not based on "hard" numbers, they are the judgements of those people who are in the best position to monitor statewide problems in foreign language teacher supply and demand.

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a. *Teacher Shortages*

40 percent of those responding reported a shortage of foreign language teachers at the elementary level while 48 percent reported shortages at the secondary level. Overall, just over half (57 percent) reported a shortage at one level or another. Teachers are generally hardest to find for rural areas and small school districts.

When asked about projected teacher shortages within the next five years, 57 percent are expecting shortages at the elementary level; 62 percent at the secondary level. Overall, 69 percent of states are predicting a shortage by 1993. Several respondents also noted that, unless conditions change, the severest shortages will probably occur toward the end of the next decade.

In terms of geographic distribution, the following maps indicate that current and projected teacher shortages are predominantly located in the South and Farm Belt states. This is not surprising in light of the increased emphasis being placed on international education in these regions, particularly the South (e.g. *Cornerstone of Competition,* Report of the Southern Governors' Association), in the last few years.

b. *Combatting the Teacher Shortage*

The most common way of getting teachers into the foreign language classroom seems to be some sort of "alternate" certification. While the actual program will vary from state to state, generally speaking, an "alternate" certification allows a non-certified individual, or a teacher certified in another academic area, to begin teaching a foreign language while pursuing a course of study to attain proper certification. A number of states implementing elementary language programs are also changing from a 9-12 or 7-12 certificate to a K-12 certificate, thus allowing currently certified teachers to fill in some of the vacancies at the elementary level.

Recruitment incentives are offered in 26 percent of the states responding. These include loan forgiveness programs, tuition reimbursement, scholarships, etc. Several states have also established special recruitment centers at the state or local level. 21 percent of the states report bringing in teachers or teaching assistants from overseas. Participating countries including Argentina, Bolivia, Belgium, Canada, China, the Federal Republic of Germany, France, Mexico, the Soviet Union and Taiwan.

The use of technology in foreign language instruction is also aiding several states (38 percent) in curtailing teacher shortages. Most of these come in the form of distance learning—foreign language instruction via satellite.

c. *Inservice Opportunities for Maintaining Languages and Teaching Skills*

The state foreign language association is responsible for much of the inservice training available for current foreign language teachers. Additionally, 67 percent of respondents reported that there are state or federally funded programs for foreign language teachers operating within their states. Title II of the Education for Economic Security Act has been responsible for much of the teacher training at the state level, with 48 percent of respondents using these funds for such things as textbook adaptation, summer immersion institutes, study abroad programs, training in the Oral Proficiency Interview, and methodology workshops. Overall, opportunities for upgrading teaching skills seem to be more readily available than those for upgrading language skills.

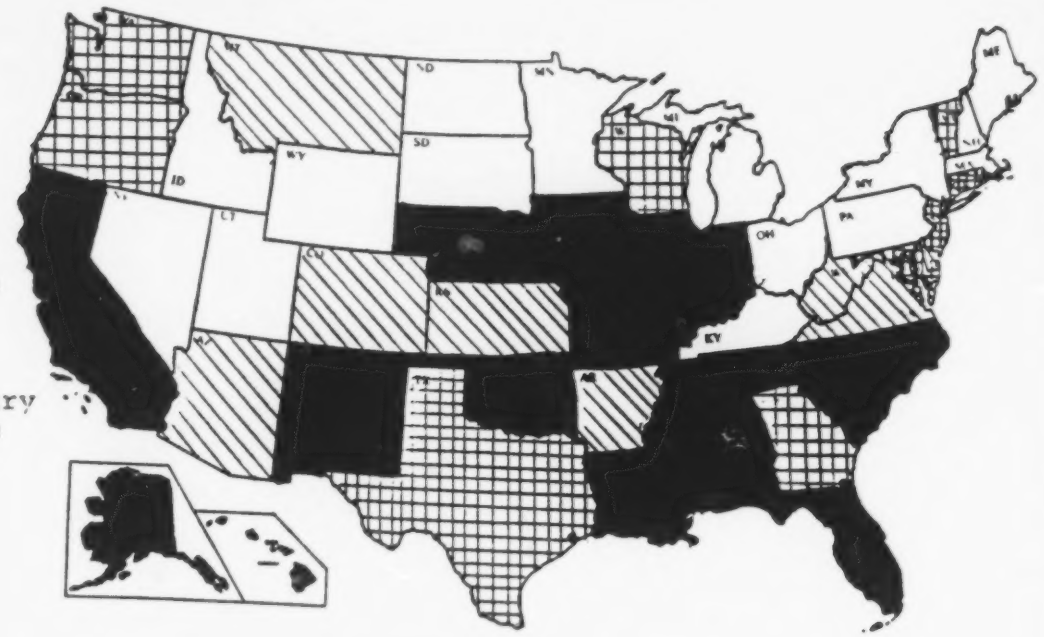
III. Other Observations

State governments are continuing to take a great interest in foreign language and international studies. Task forces or commissions looking into these areas are operating in several states. Three states—North Carolina, Tennessee and Virginia—are operating Governor's Language Academies to offer intensive language instruction for both teachers and students. Other states, noting the connection between foreign language abilities and success in the international marketplace, have created a variety of institutions to serve the business community. Finally, a growing number of states have responded to the increased emphasis on global awareness by establishing offices within their state education agencies to oversee and coordinate the broad range of activities which are a part of international education.

CURRENT FOREIGN LANGUAGE TEACHER SHORTAGES

KEY

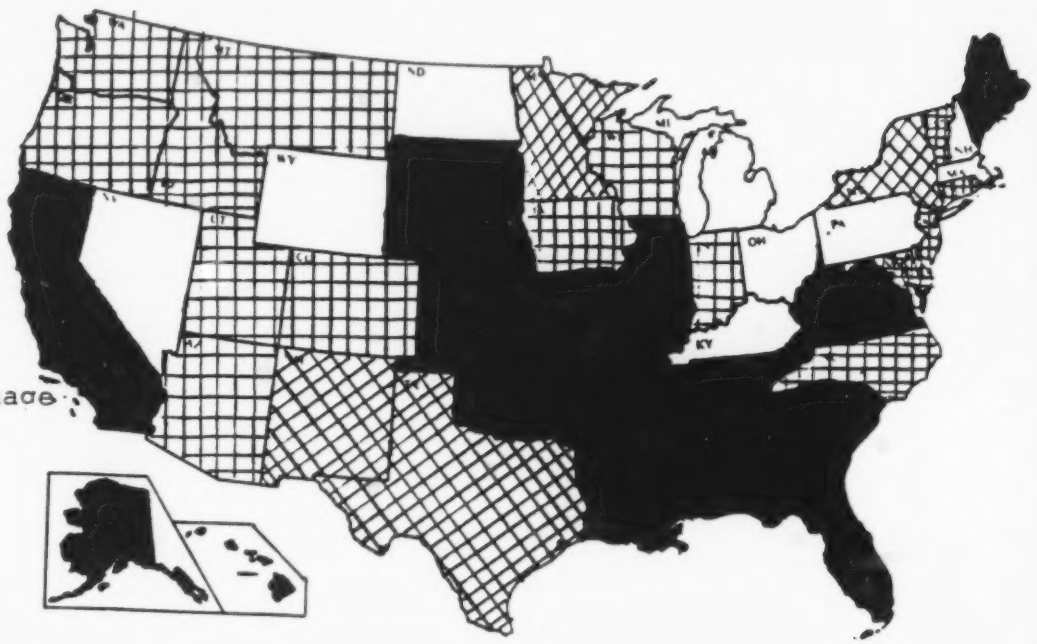
- Shortage
- No Shortage
- No elementary certificate
- No data



1. Elementary

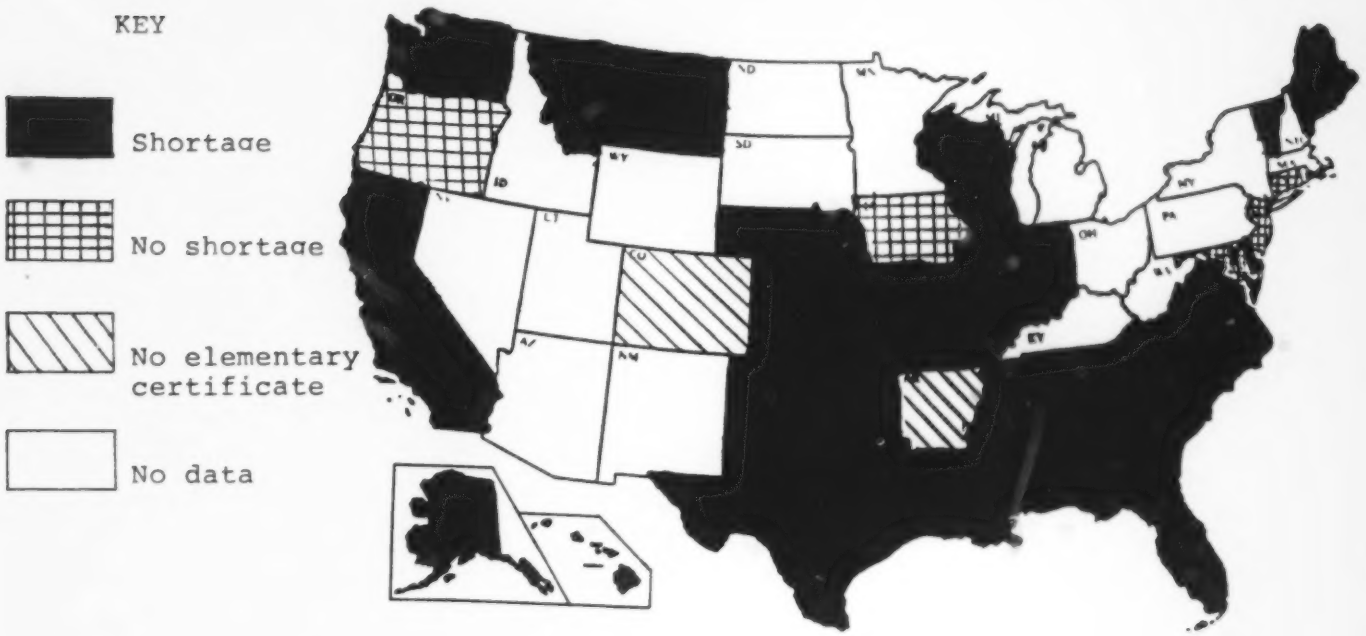
KEY

- Shortage
- No shortage
- Shortage in only 1 language
- No data

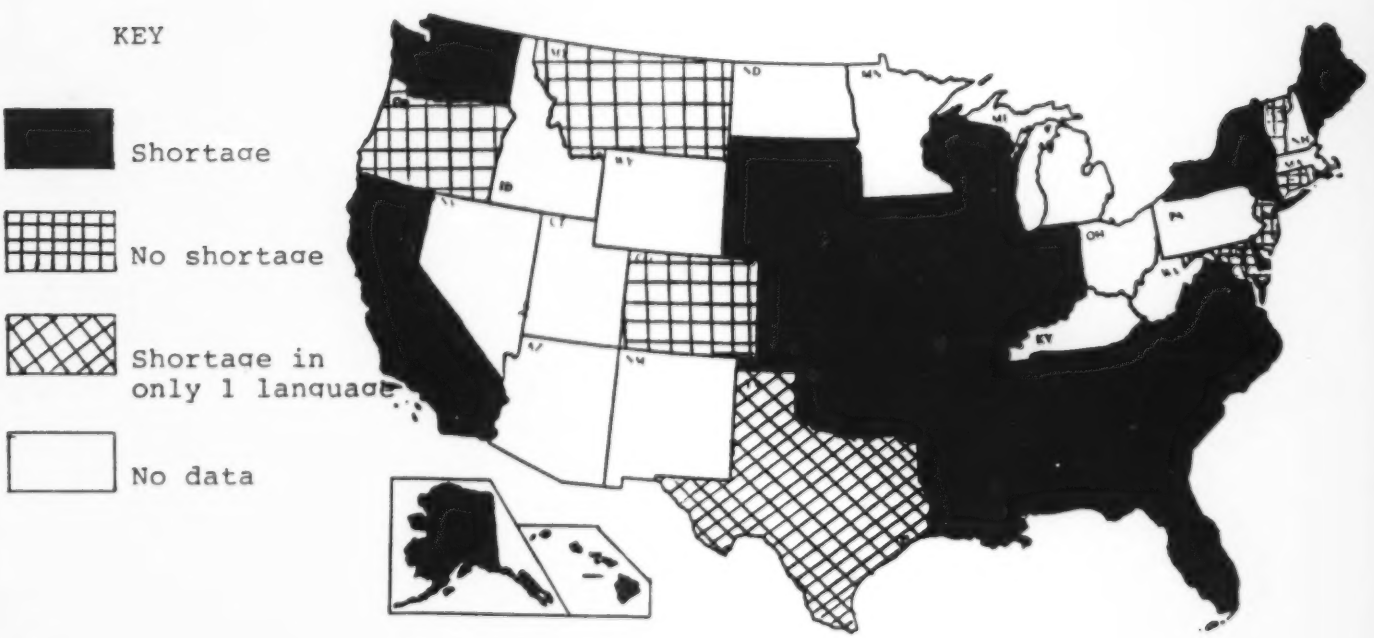


2. Secondary

PROJECTED FOREIGN LANGUAGE TEACHER SHORTAGES



1. elementary



2. secondary

STATE ACTIVITIES UPDATE SURVEY RESULTS

Teacher Shortages

STATE	CURRENT						FUTURE					
	Elementary			Secondary			Elementary			Secondary		
	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A
Alabama	X			X			X			X		
Alaska	X			X			X			X		
Arizona			X		X			X				X
Arkansas			X	X					X	X		
California	X			X			X			X		
Colorado			X		X				X		X	
Connecticut		X			X			X			X	
Delaware			X		X				X	X		
Florida	X			X			X			X		
Georgia		X		X			X			X		
Hawaii	X			X			X			X		
Idaho			X		X				X			X
Illinois	X			X			X			X		
Indiana	X				X		X			X		
Iowa	X				X			X		X		
Kansas			X	X			X			X		
Louisiana	X			X			X			X		
Maine			X	X			X			X		
Maryland		X			X			X			X	
Massachusetts			X			X			X			X
Minnesota			X	X*					X			X
Mississippi	X			X			X			X		
Missouri	X			X			X			X		
Montana			X		X		X				X	
Nebraska	X			X			X			X		
New Jersey		X			X			X			X	
New Mexico	X			X*					X			X
New York			X	X*					X	X		
North Carolina	X				X		X			X		
Oklahoma	X			X			X			X		
Oregon		X			X			X			X	
Rhode Island			X		X				X			X
South Carolina	X			X			X			X		
South Dakota			X	X					X	X		
Tennessee	X			X			X			X		
Texas		X		X*			X			X*		
Utah			X		X				X		X	
Vermont		X			X		X				X	
Virginia			X	X			X			X		
Washington		X			X		X			X		
West Virginia			X	X					X			X
Wisconsin		X			X		X			X		
TOTAL	17	9	16	24	17	1	24	6	12	27	8	7

* = 1 Language only

STATE ACTIVITIES UPDATE SURVEY RESULTS

Combatting Teacher Shortages

STATE	ALTERNATIVE CERTIFICATION		RECRUITMENT INCENTIVES		OVERSEAS TEACHERS		PROGRAMS W/ TECHNOLOGY		OTHER	
	Y	N	Y	N	Y	N	Y	N	Y	N
Alabama	X		X			X		X	X	
Alaska		X		X		X	X			X
Arizona		X		X		X		X		X
Arkansas	X			X		X	X			X
California	X		X		X		X			X
Colorado		X		X		X		X		X
Connecticut		X		X		X		X		X
Delaware		X		X		X		X		X
Florida	X		X			X		X	X	
Georgia	X			X	X			X		X
Hawaii	X			X		X		X		X
Idaho		X		X		X		X		X
Illinois	X			X		X		X		X
Indiana	X			X		X		X		X
Iowa	X			X		X	X			X
Kansas		X		X		X	X			X
Louisiana	X			X	X			X		X
Maine		X	X			X		X		X
Maryland		X		X	X			X		X
Massachusetts		X		X		X		X		X
Minnesota		X		X		X		X		X
Mississippi	X		X			X	X			X
Missouri	X			X	X		X			X
Montana	X			X		X		X		X
Nebraska		X		X		X	X			X
New Jersey		X		X		X		X		X
New Mexico	X			X		X		X		X
New York	X		X		X			X	X	
North Carolina	X		X		X			X		X
Oklahoma		X		X		X	X		X	
Oregon	X		X		X		X			X
Rhode Island		X		X		X		X		X
South Carolina	X		X			X	X			X
South Dakota	X			X		X		X		X
Tennessee		X		X		X	X		X	
Texas	X		X			X	X			X
Utah		X		X		X	X			X
Vermont	X			X		X		X		X
Virginia		X	X			X	X			X
Washington		X		X		X		X		X
West Virginia		X		X		X		X		X
Wisconsin		X		X	X		X			X
TOTAL	21	21	11	31	9	33	16	26	5	37

STATE ACTIVITIES UPDATE SURVEY RESULTS

Collection of Data, Inservice Programs, & Legislation

STATE	SUPPLY/DEMAND DATA		TITLE II TRAINING PROGRAMS		OTHER STATE FUNDED TRAINING		LEGISLATION & NEW PROGRAMS	
	Y	N	L	T	L	T	Y	N
Alabama		X	X	X	X	X	X	
Alaska		X						X
Arizona		X					X	
Arkansas		X	X			X		X
California	X		X	X	X	X		X
Colorado		X				X		X
Connecticut		X		X	X	X	X	
Delaware	X			X		X		X
Florida	X			X	X	X	X	
Georgia	X			X	X	X	X	
Hawaii	X				X	X	X	
Idaho		X	X	X				X
Illinois	X				X	X		X
Indiana		X				X	X	
Iowa		X	X			X	X	
Kansas		X						X
Louisiana	X				X	X	X	
Maine	X				X	X	X	
Maryland	X		X	X				X
Massachusetts		X					X	
Minnesota	X			X				X
Mississippi	X		X	X	X	X		X
Missouri	X		X	X	X	X		X
Montana		X					X	
Nebraska		X				X		X
New Jersey	X							X
New Mexico	X						X	
New York	X				X	X	X	
North Carolina	X		X	X	X	X	X	
Oklahoma	X			X	X	X	X	
Oregon		X					X	
Rhode Island		X						X
South Carolina	X		X		X	X		X
South Dakota		X						X
Tennessee		X	X	X	X	X		X
Texas		X	X	X				X
Utah		X				X	X	
Vermont		X						X
Virginia		X					X	
Washington		X					X	
West Virginia	X			X				X
Wisconsin		X	X	X	X	X	X	
TOTAL	19	23	13	17	17	24	21	21

L = Language Skills

T = Teaching Skills

Alabama

Alabama is pursuing several programs to offset its current foreign language teacher shortage: "Outreach institutes" in French, German, and Latin provide participating teachers with an intensive summer program for acquiring proper certification. The program then continues throughout the following year over weekends and in the teachers' own schools or nearby location. The state is also waiving the $500 penalty currently imposed upon local school districts using improperly certified teachers in critical shortage areas (including foreign languages) if those teachers enroll in coursework leading to proper certification. Private foundation; Title II, EESA; and Chapter 2, ECIA funds have been used to pay the expenses of teachers currently certified in other fields, or individuals with a degree in a foreign language, to work toward certification in a foreign language.

The Alabama Commission on Higher Education, (ACHE) with funding from Title II, EESA, established the Alabama Consortium for the Advancement of Foreign Language Education. The Consortium has sponsored, with the cooperation of the Alabama Association of Foreign Language Teachers and Academic Alliances, a total of six weekend seminars for all teachers of foreign languages. During the past year, ACHE has provided an intensive summer institute for current teachers of German, a workshop on textbook adaptation, the outreach institutes mentioned above, grants to provide training in the ACTFL Oral Proficiency Interview, and seven grants to current K-12 foreign language teachers for stipends to support at least four weeks of summer study and travel abroad.

Secondary school foreign language enrollments have risen from 35,802 to 40,253, and 18 new teaching position have been created since 1986.

Alaska

Alaska is currently providing distance delivery courses in Spanish and Japanese. Latest enrollments figures show 8,548 or 14 percent of all students are studying a foreign language.

Arizona

The State Board of Education is reviewing the feasibility of elementary school foreign language programs. An advisory committee has been established to develop a document on essential skills for foreign language study.

Arkansas

The *Standards for Accreditation of Arkansas Public Schools*, which became effective June 1, 1987 required all elementary schools to include "Exercises in Foreign Language" as part of the curriculum and all secondary schools to offer at least two units of one modern foreign language. Because there is no elementary foreign language teacher certification in Arkansas and a shortage of foreign language teachers in general, the elementary requirement may be fulfilled by either foreign language or cultural instruction. In some cases, secondary foreign language teachers, secondary students, resource people, or educational television programs are used to meet this standard; however, many districts offer only cultural instruction and activities led by elementary teachers.

Although there are no official statistics on the number of foreign language teachers needed, there are many signs that a shortage of certified foreign language teachers exists. In 1986-87, 18.6 percent of Arkansas foreign language teachers were not certified in the language they were teaching. In 1987-88, the statistics were as follows:

	Total Number of Teachers	Number Certified	Number Not Certified	% Not Certified
French	156	143	13	8.33
German	34	21	13	38.23
Italian	1	1	-	-
Latin	10	9	1	10.00
Spanish	244	210	34	13.93

4 school districts are currently receiving Spanish instruction from the Utah Department of Education/IBM Distance Accelerated Learning program, while 19 school districts are using the Oklahoma State University German by Satellite program. There are no certified language teachers in these classrooms.

The Department of Education, through the Teacher Education and Certification Section, is implementing an alternative certification program. Individuals with college degrees (including a major in a subject area and acceptable National Teacher Exam (NTE) Specialty Area Exam score) will be placed in a special training program leading to regular certification after several short training sessions and two years of inservice teaching.

According to Susan M. Grier, Foreign Language Education Specialist for the state of Arkansas, in some small school districts, teachers who happened to have 3, 6, or 9 hours in a foreign language on their transcripts have been asked to "become" foreign language teachers and work toward certification. Some

teachers without any hours of foreign language have begun the process of becoming certified and many are adding foreign language certification to other areas of certification.

California

The state of California is pursuing several programs to offset their foreign language teacher shortage. Alternative certification has been developed for teachers from outside the U.S., particularly Taiwan, Mexico, Spain, and West Germany. The state has also developed a publicity campaign, "Become a Teacher —A Class Act," to attract individuals into the teaching profession. Opportunities for skill maintenance of current foreign language teachers exist in the form of an annual week-long summer seminar, and weekend foreign language immersion programs. Title II, EESA money has been used to fund four projects: a statewide oral language proficiency training program, a training program targeted specifically at the Los Angeles Unified School District, a training project for three valley counties, and an elementary Japanese program.

The California International Studies Project (CISP) has been expanded from six to nine sites throughout the state. CISP provides workshops for district teachers during the academic year, as well as intensive sessions during the summer.

The Department of Education will be issuing its *Model Curriculum Guide for Foreign Languages*, K-8 in Spring 1989.

K-8 foreign language enrollment in the state for 1987-88 was 546,000, down slightly from 1986-87.

Colorado

The Colorado Department of Education has established the Western Interstate Consortium for International Education with Arizona, Nebraska, New Mexico, Utah and Wyoming. The first goal of the consortium focuses on Japanese and Chinese language instruction.

Title II, EESA funds were used to hold a statewide workshop for French, Spanish and German teachers on textbook adaptation for proficiency, as well as regional workshops on four skills proficiency assessment.

Connecticut

Connecticut has recently revised its foreign language teacher certification requirements. As of December 1, 1988, all applicants for certification in French, German and Spanish must pass the ETS National Teacher Exam in these languages. After July 1, 1993, a candidate for foreign language teacher certification must have 39 credits, of a college major, in a foreign language. To add another language to a certificate, a teacher will have to take 24 creditors at an accredited college or university. "Standard" certificates will become "professional" certificates and teachers will be required to accumulate 9 continuing education units every five years in order for their certificates to remain valid.

The state sponsors annual Institutes for Teaching and Learning and supports, with funding from Title II, EESA, a Teaching for Proficiency Network. It will also sponsor a two-week immersion workshop for French teachers this summer. Currently, 62,000 (44 percent) of Connecticut students are enrolled in foreign languages.

Delaware

In November 1987, the state conducted a survey on foreign language teacher supply and demand. The results showed that while there is no current shortage, a future shortage is very possible. This is due in part to substantial increases in foreign language enrollments spurred by growing interest in language, as well as the implementation of the University of Delaware entrance requirement in 1991. The increase in enrollment will be combined with the loss of 36 percent of current foreign language teachers to retirement within the next decade.

Title II, EESA funds will be used to partially fund teachers workshops on activities to go along with the new *Modern Foreign Language Content Standards*. These funds will also support training programs for measuring oral proficiency.

In 1989, the state department of education is expected to develop *A Guide to Proficiency-Oriented Activities*, as well as *Latin Content Standards*.

13,229 students in grades 7-12 (30 percent) were enrolled in foreign language courses in 1986-87, an increase of 81 percent over 1982.

District of Columbia

No information available.

Florida

The state submits an annual report on teacher supply and demand. Foreign language has been declared a Critical Teacher Shortage Area for the past four years. Through the state-funded Critical Teacher Shortage Program, present and future teachers are eligible for a variety of incentives, including grants, loan forgiveness and tuition reimbursement. One of the most

important programs is the Summer Institute. These institutes provide sixty hours of rigorous content instruction to foreign language teachers currently teaching out-of-field or who are pursuing an add-on to their certificate. In 1986, twenty-one school districts participated in summer institutes for foreign language teachers, providing instruction to 459 teachers.

An alternative certification process has been established for persons holding a bachelor's degree in foreign language. Adjunct instructors may be hired as part of the Visiting School Scholars Program, and retired teachers can be hired as substitutes without losing any benefits. The Department of Education has also established a Teacher Referral and Recruitment Center.

New K-12 certification standards will require prospective language teachers to complete a minimum of 30 semester hours in specific language areas and pass a test in the language they will be teaching.

Title II, EESA money was used for a variety of projects, including the establishment of a French Resource Center (in conjunction with the French Consulate) for French teachers, conducting a foreign language staff development needs assessment, sponsoring a symposium for university foreign language teacher educators, and developing an elementary foreign language methods course.

Foreign language enrollments now total 98,582 at the elementary level, 25,860 at the middle school level, and 200,899 at the secondary level.

Georgia

The State Board of Education has changed foreign language teacher training and certification from 7-12 to K-12, effective July 1, 1989. Specific training in foreign language methods and materials is now mandated and must address instruction in the elementary and middle grades as well as the secondary area. High school teachers may convert their certificates by taking a five quarter-hour conversion course.

Georgia has developed an alternative certification to allow those with content training but lacking education courses to become provisionally certified while acquiring education credits. Individuals holding bachelor's degrees, but without education credits, may attend an 8-week program during the summer to pick up those credits. During the next academic year, they are paired with a mentor teacher. The state continues to bring in teachers from West Germany.

The Department of Education and the Georgia University System sponsors specific language summer institutes to enable language teachers to maintain their skills.

The State Board of Education has included $700,000 in its FY90 budget request to begin 30 model elementary foreign language programs around the state in 1989-90. The plan calls for three programs per congressional district, with the state paying 80 percent of a teacher's salary and local district picking up the remainder. The state will also pay up to $500 per teacher for the cost of start-up materials and will pay for preservice and inservice training.

Title II, EESA funds were used for a task force to make recommendations on state directions for elementary school and middle school foreign languages. The publication, "Preparing Georgia's Children for the 21st Century: Foreign Languages in the Elementary and Middle Grades," is forthcoming. Title II funds also sponsored a summer program to train teacher trainers in methods and materials appropriate to early foreign language instruction.

The most recent enrollment figures show 5,005 elementary students, 24,418 middle school students, and 100,362 high school students taking a foreign language.

Hawaii

The legislature has provided $500,000 to initiate elementary foreign language programs. State law has recently been changed to allow an immersion program in Hawaiian. The previous law required that at least 50 percent of instruction be in English.

Idaho

During the 1987-88 academic year, the State Department of Education conducted a survey of all 184 secondary schools in Idaho to determine the status of foreign language education within the state. In the three years between 1985 and 1987, enrollments increased substantially:

French, 21 percent; German, 4 percent and Spanish by 28 percent. Overall, 30-35 percent of all secondary students are enrolled in foreign languages.

The survey also found that 69 percent of French teachers and 58 percent of Spanish teachers have earned 30 or more credits in their language. 20 percent and 40 percent respectively have earned between 20 and 30 credits. Approximately 6 percent of French teachers are teaching without even a minor in the language. 12 percent of Spanish teachers do not have a minor in Spanish; double the number teaching without a minor in 1986. 12-15 percent of the sampled schools reported difficulties in recruiting foreign language teachers.

The state is in the process of developing a Foreign Language Teachers Academy. During the summer of

1989, the state will send 23 practicing Spanish teachers for a three week intensive study program at the Centro Mexicano de Idiomas in Morelia, Mexico. Participants will receive university credit while increasing their language proficiency and cultural understanding.

Illinois

The teacher shortage is sufficiently acute that the Illinois State Board of Education has identified foreign language as one of the areas eligible for special state scholarships to train teachers. This solution is limited by a low level of funding and the fact that foreign language has to compete with other curricular areas for the available money.

Since July 1988, foreign language majors seeking initial certification as foreign language teachers must pass a test in the target language. This consists of a written multiple-choice test. The Illinois Foreign Language Leadership Council, which represents all language organizations in the state, has declared its opposition to the testing program in its current form because the test for the modern languages do not assess listening and speaking skills.

The Illinois State Board of Education and its intermediate units conduct various inservice programs for foreign language teachers, including a series of oral proficiency training programs in conjunction with the American Council on the Teaching of Foreign Languages.

Indiana

The Indiana State Legislature has been extremely active in the international education arena in the last year. A Japanese/Chinese initiative funded two projects to train and retrain teachers in Japanese and Chinese languages. Programs have begun in 30 schools.

The Corporation for Indiana's International Future has been established as a government non-profit corporation to "(a) coordinate the activities of all parties having a role in Indiana's international development by evaluating, overseeing, and appraising these activities on an ongoing basis; and (b) educate and assist all parties involved in improving the ability of Indiana's citizens to participate in information programs of education, culture, and social understanding."

The Ambassadors in Education program was legislated to provide Indiana school teachers with the opportunity to go abroad for new instruction or for a refresher course in language and culture. Through this program teachers, schools, and businesses may apply for 50 percent matching funds from the state to send a teacher abroad.

The State Superintendent's Foreign Language Advisory Committee has issued a report making twelve recommendations for the improvement of language study in the state. One of the recommendations is a one-level (year) requirement for all students for high school graduation. The recommendations will be sent to the State Board of Education for consideration.

The state has also begun work on its foreign language proficiency test, based on the Indiana Proficiency Guidelines. The tests should be ready for pilot study in the spring of 1990.

Six projects were funded through Title II, EESA during the past year, including a workshop on computer assisted language learning and development of instructional materials for Japanese.

Iowa

Proceeds from the state lottery were used to fund a FLES certification workshop for 8 weeks over the past summer.

Governor Terry Branstad has appointed a new Commission on Foreign Language Studies and International Education headed by Hunter Rawlings, President of the University of Iowa. The Commission is expected to have recommendations ready for the governor in November 1988.

The state has appropriated $110,000 dollars for academic year 1988-89 to be used for grants to schools to encourage planning and implementation of K-8 language programs.

54,493 (38.3 percent) of Iowa secondary students are currently studying a foreign language.

Kansas

Kansas reports difficulties in finding foreign language teachers for smaller school districts. Several districts are using satellite programs from Oklahoma State University or the TI-IN Network from Texas. Inservice opportunities for foreign language teachers are limited to summer seminars offered by universities as grant money from federal or private sources becomes available. The state does not provide funding for foreign language teacher programs.

Title II, EESA money was used to sponsor a Teaching for Oral Proficiency Seminar at the University of Kansas. These funds were also used to organize a Foreign Language Resource Center for teachers as well as a task force to work with State Department of Education in providing technical assistance to schools.

4,733 (1.7 percent) elementary students and 42,163 (26.6 percent) secondary students are enrolled in foreign languages.

Kentucky

Enrollment statistics indicate that every school district in the state now has a foreign language program in effect. The state is currently developing a distance learning program with Kentucky Educational Television.

Louisiana

In attempting to combat its current teacher shortage, the state of Louisiana offers a temporary teaching certificate for liberal arts graduates and teachers working outside their area of certification. The state continues to bring in teachers from France, Belgium, Quebec and Mexico. Inservice opportunities within the state include study programs abroad, inservice workshops and summer training programs.

Funding in excess of $7 million has been made available for schools to implement the foreign language requirement for grades 4-8. 105,000 elementary school students are currently taking a foreign language, as well as 44,710 secondary students.

Maine

Maine is currently recruiting teachers throughout New England in attempts to fill vacancies, particularly in Spanish. Regional and statewide meetings and workshops, annual conferences and week-long immersion opportunities are sponsored by the Foreign Language Association of Maine, the Maine Department of Educational and Cultural Services (MDECS) and the Maine chapters of the national associations of teachers of French, German, and Spanish and Portuguese.

In July 1988, a new teacher certification law went into effect. The endorsement to teach a foreign language now spans grades K-12. Previously, endorsement was for grades 7-12, with applicants wishing to teach below grade 7 needing to fulfill the additional requirements for an elementary certificate. The MDECS plans to work with the University of Maine system and the Foreign Language Association of Maine to provide additional training options for the K-8 component of the new law, with emphasis on FLES methodology.

The state has developed a Regional Curriculum Network, which involves visits three times a year to six sites throughout Maine to discuss foreign language issues and curriculum with teachers, school administrators, and university colleagues.

As part of the Blaine House Scholars Program, special forgivable loans are available on a competitive basis to both students and teachers who plan to teach (in all disciplines) or continue to teach in Maine.

Maryland

The state of Maryland is projecting an oversupply of foreign language teachers in 1989-90.

Title II, EESA money has been used to fund a two-week summer institute at the University of Maryland for the last three summers. Title II also provided the funding for a one-week summer institute on teaching for proficiency for French and Spanish teachers.

The University of Maryland has announced that it will require two years of a foreign language for admission to be phased in by 1991.

11,994 (6.9 percent) elementary students and 119,539 (34 percent) secondary students are studying foreign languages in Maryland.

Massachusetts

The Commonwealth of Massachusetts keeps no data on foreign language teachers.

Michigan

A statewide committee is currently working on a document for *Essential Goals and Objectives in Foreign Language Education. The Guidelines for Global/International Education* is also being updated. There is currently a move to establish an Office of International Education within the Department of Education.

Title II, EESA funds were used for grants to several school districts for curriculum development for elementary language programs, as well as support for Chinese and Japanese programs.

Minnesota

Enrollments now total more than 30 percent of all 7-12 students, up from 14 percent in 1982-83. More than 80 percent of the 432 school districts report a licensed teacher in the classroom, up from 51 percent in 1982-83.

The Commissioner of Education has included several proposals for language education in this legislative package for the Governor's budget. The proposals call for longer sequences of instruction, including an elementary school component, as well as incentives for teacher preparation.

The State Board of Education is considering increasing curriculum offerings and graduation requirements. All school districts would be required to offer at least three courses of one language, and specific learner outcomes would be used for program goals.

Title II, EESA funded several projects in the state, including Interactive Television Techniques for Language

Teachers and Projekt FLIEGEN (Fostering Language Instruction to Enhance German Education Now). Title II also funded two regional teacher workshops.

Mississippi

The State of Mississippi is implementing an interactive distance learning program to begin in January 1989 with a pilot program in Japanese. By the fall of 1989, 133 schools will be able to offer Japanese, French, Spanish, and possibly German.

The Mississippi Teacher Incentive Program administered through the Institutions of Higher Education Board offers a tuition waiver program for teachers to obtain needed courses for certification in math, science, computer education, special education and foreign language. The Foreign Language Program, however, is not being offered during the 1988-89 academic year.

College-bound high school students in Mississippi must obtain one credit elective from math, science or foreign language.

Title II, EESA funds have been used for a tuition waiver program and a reimbursement for teachers to attend foreign language meetings and/or conferences.

Missouri

The state is operating several Magnet Schools for elementary students in Kansas City and St. Louis. Students in these schools may choose total or partial immersion. Emergency certification has been arranged for these schools currently operating in Kansas City and St. Louis and teachers are being brought in from Bolivia, Belgium, Argentina, West Germany and Mexico. Kansas City also has a dual immersion program operating for Spanish and English speakers.

Several school districts are using the German program produced by Oklahoma State University.

Summer programs are available to foreign language teacher with some support from both the State and Title II, EESA funds. The state also offers incentive grants which may provide innovative foreign language programs which include inservice activities for teachers.

Enrollment in foreign languages has risen to 62,234, or about 25 percent of all secondary students. This is an increase of over 23,000 students since 1982. The Department of Education is currently developing a manual for second language classes, focussing particularly on reading and writing activities.

The State Department of Education is planning for several training institutes for second language teachers (foreign language and ESL/Bilingual) in conjunction with institutions of higher education within the state. Videotapes of these institutes will be used for future training activities. Preliminary planning is underway for summer institutes for college and university faculty involved in second language teacher education.

Montana

The state is experiencing increased interest in elementary school foreign language programs. Consequently, teacher shortages are being projected at that level. Certification requirements are currently being revised to expand teaching levels of existing teachers and open training for new teachers for levels K-12. Small schools which currently would only have one or two sections of foreign language are having difficulty recruiting teachers with multiple endorsements. The University of Montana offers current foreign language teachers summer immersion programs in French, German and Spanish, and Montana State University has provided inservice workshops focussing on methodology.

The Montana University System is implementing a two-year foreign language entrance requirement. The Montana Board of Public Education is conducting public hearings on new accreditation standards which would require all schools (K-12) to offer foreign languages (secondary schools by 1991; elementary schools by 1999).

Title II, EESA funds are used to sponsor inservice teacher training with a focus on methodology for elementary language instruction.

12,000 (25 percent) Montana high school students are enrolled in foreign languages.

Nebraska

Generally speaking, Nebraska's large school districts have no trouble finding teachers although smaller districts have great difficulty hiring and maintaining foreign language staff in rural areas. This need has been satisfied through a distance learning program involving audio-video programs and weekly teleconferencing. The program provides language learning opportunities for about seventy schools in rural areas of Nebraska. Distance learning has also allowed the statewide two-year foreign language program mandate to remain in effect.

Support for current language teachers comes in the form of study travel programs, state conferences, and the work of the Nebraska Task Force on Foreign Language Education, which continues to provide workshops and a network for language teachers across the state.

Nevada

No information available.

New Hampshire

The state department of education maintains a directory of all language teachers, elementary through postsecondary, in the state by school and language (s).

Title II, EESA funds were used to sponsor three proficiency workshops and three follow-up workshops for teachers in different regions throughout the state.

New Jersey

The State of New Jersey has no formal requirements for teachers to improve their skills. However, inservice training is available through the state's Regional Curriculum Services Units and the Academy for the Advancement of Teaching and Management.

New Mexico

Local education agencies may submit requests to the New Mexico State Department of Education for a one year waiver of teacher certification. If granted, the teacher has an allocated period of time to take the additional coursework to become certified. The state does not fund opportunities for foreign language teachers to maintain or improve their skills. Teachers must do this on an individual basis.

An allocation has been granted for a half-time position of State Coordinator of Modern and Classical Languages within the New Mexico State Department of Education.

The New Mexico Modern and Classical Languages Task Force has been recommissioned for a third year.

Enrollment figures for elementary and secondary levels are 9,000 and 27,019 respectively.

New York

The Bureau of Foreign Languages has developed a student proficiency exam for students who have completed the first level of instruction in Spanish, French, Italian and German. This exam will be administered for the first time in June of 1989. The exam consists of 30 points for oral proficiency, 40 points for listening comprehension, 20 points for reading and 10 points for writing. It is hoped that the exam will encourage modern language teachers to gear their instruction toward communicative competence. Students passing the exam will receive one credit toward the Regent's Diploma. A similar test has also been developed for Latin, but with less emphasis on oral proficiency.

New York State offers a variety of programs designed to recruit new foreign language teachers and support current teachers in maintaining and improving their skill levels. In 1987, the state legislature established the Teacher Career Recruitment Clearinghouse. The clearinghouse will "collect and disseminate information...on opportunities in teaching and related education professions. Such information shall include, but not be limited to, information regarding financial assistance for students interested in careers in education, employment opportunities in education, and information about certification or licensure requirements."

The Empire State Challenge Scholarship and Fellowship for Teachers provides financial assistance for both undergraduate and graduate studies for prospective teachers in shortage areas, including foreign languages. The undergraduate scholarship provides up to $3,000 a year for payment of tuition and fees for up to four years of full-time graduate study in exchange for teaching the equivalent of one academic year for every two years of awards received. The fellowships provide assistance for graduate study in registered programs leading to teacher certification in shortage areas, including foreign languages. Money may be used for books, transportation, and room and board as well as tuition and fees.

The Center for Multinational and Comparative Education awards scholarships to teachers to participate in history/culture and culture/language immersion programs funded by co-sponsoring countries. Canada, France, Italy and the Federal Republic of Germany are currently participating in this program. All participants are required to give workshops to colleagues in their region when they return.

The State Education Department and professional organizations co-sponsor local, regional and statewide workshops for teachers to improve their teaching skills.

Through agreements with the People's Republic of China, the Soviet Union, Italy and the Federal Republic of Germany, the state brings in curriculum consultants to work from 9-12 months in the Bureau of Foreign Language Instruction. The Federal Republic of Germany also provides German Language Assistants to work in local school districts in New York.

The Board of Regents, in its 1989 Legislative Program, has included a proposal entitled "Education for International Communication and American Economic Competitiveness." This project would establish six university-based multinational education centers that would provide training services to elementary and secondary school teachers and businesses engaged in international trade and investment; scholarships to promote second language study; and grants to promote

student and cultural exchanges.

6 percent of elementary students and 51 percent of secondary students (77,500 and 574,500 respectively) are enrolled in foreign languages. The state is currently experiencing a shortage of Spanish teachers.

North Carolina

In 1985, the North Carolina legislature mandated that all local school units have a full K-12 second language program in place and available to all K-12 public school systems. In 1987, the State Board of Education went further to mandate that, by 1993, all public school children must take a second language from Kindergarten through grade 5. The state department of education has now established a Division of Second Language Studies run by three full-time professional staff plus the Executive Director of the Governor's Language Institutes.

60 out of 140 local school districts began elementary foreign language programs in 1987-88, with the number expected to increase to 100 this fall. There are currently more than 400 second language teachers in the elementary grades.

The state has developed several alternatives to teacher certification. One is an add-on certificate in foreign languages to a standard K-6 certificate. The irregular route, which is field-based, allows foreign language majors to become certified as foreign language teachers. The state has planned and implemented teacher training programs, and has allowed teachers to obtain a K-12 second language certification.

Title II, EESA funds have been used to conduct Oral Language Proficiency Institutes. The first Governor's Language Institutes were held in summer 1988 in French and Spanish. These are special four-week immersion institutes for foreign language teachers which are funded directly by the Governor and administered by the Division of Second Language Studies.

Foreign language enrollment currently stands at 10,000 (1.08 percent) elementary students and 102,000 (35 percent) secondary students.

North Dakota

No information available.

Ohio

No information available.

Oklahoma

Since 1986, the regular undergraduate foreign language standard certification has been changed from a secondary program to a K-12 program. Thus, current graduates will be able to teach foreign languages at all grade levels. Two Oklahoma universities have been funded over the past several years to assist Spanish and French teachers in improving their skills.

Title II, EESA funding was used by the State Department of Education to conduct two one-week workshops for elementary school teachers who wanted to know more about foreign languages and cultures. This was an attempt by the Department to raise awareness and provide materials for in-class use. Forty teachers attended. State Department of Education sponsored a conference for elementary school principals, superintendents and other administrators on "How to Establish an Elementary School Program." The conference drew a capacity crowd.

The Oklahoma State University German by Satellite program now reaches over 250 schools in a 5-6 state region.

Enrollment data show that 7-12 enrollments have increased from 7.3 percent of total students in 1980-81 to 17.7 percent in 1987-88.

Oregon

All of Oregon's public colleges and universities are discontinuing their undergraduate teacher education programs in favor of field-centered graduate level programs. Approximately one half of instruction will be in the discipline to be taught. Student teaching will be increased from 9 to 15 weeks in length, and student teachers will be expected to meet higher standards than are currently required.

These changes are expected to have far-reaching policy and practical implications for colleges and school districts that cooperate in preparing teachers. New foreign language teachers, for example, may choose to teach Japanese or Chinese or Korean and may enter the profession better able to meet the demands for oral proficiency in any language. Elementary schools interested in starting or continuing FLES and immersion and bilingual programs may have a larger pool of qualified candidates to choose from, as prospective elementary teachers will have to major in something besides education. In addition to the new teacher education program, the state has also instituted a mentor program: a beginning foreign language teacher could be paired with a trained mentor to get off to a good start.

Discussion and debate have resumed over whether the state-system colleges and universities should require two years of foreign language for entrance

(the previously proposed exit requirement for any baccalaureate degree has been shelved).

Immersion programs are on the increase throughout the state, with particular interest in Japanese immersion programs. Additionally, both Japanese and Spanish instruction is offered via satellite in the state.

Pennsylvania

The Department of Education helped sponsor nine statewide collaboratives for international studies focusing on international education and foreign languages. Foreign language teachers participating in the Summer Curriculum Conference developed foreign language packets to be collated and distributed by the department for sharing with other foreign language teachers statewide.

Title II, EESA funds were used for Summer Intensive Language Programs to conduct a total of sixteen intensive foreign language, English as a Second Language, two-way bilingual, and transitional bilingual projects in the summer of 1988. These programs will be continued in the summer of 1989. The intensive foreign language programs were in Spanish, French, Lithuanian, Italian, Chinese and Japanese.

Rhode Island

Inservice opportunities within the state for foreign language teachers are limited to conferences of the Rhode Island Foreign Language Teacher Association or activities initiated by groups of teachers at the local district level. The most recent enrollment figures show 237,995 (14.3%) secondary students studying a foreign language.

South Carolina

As part of the 1984 Education Improvement Act, South Carolina has developed the Critical Need Conditional Teacher Certification program. Anyone holding an undergraduate degree and who passes the National Teacher Examination may be issued a conditional teaching credential in areas of teacher shortage. These individuals may then become certified by completing a program consisting of a two-week summer session prior to beginning teaching. Eight once-a-month sessions are then held throughout the school year followed by another two-week summer session. In addition to this program, individuals must, over a three year period, complete three professional education courses.

Inservice opportunities are available through colleges and universities, especially those funded by Title II, EESA money. State Advanced Placement funds prepare teachers to teach AP foreign language courses. The state also sponsors a Program for Effective Teaching and provides tuition reimbursement for three hours of college credit every two years.

Through the Satellite Educational Resources Consortium, South Carolina will add Japanese I to the foreign language curriculum.

8,581 (3 percent) elementary and 57,253 (73 percent) secondary students are enrolled in foreign languages.

South Dakota

Teachers not certified in foreign languages, but who have had some college level foreign language instruction, may apply for permission to teach the language.

All South Dakota school districts are required to offer a foreign language in their high schools but students are not required to take a foreign language.

Tennessee

Tennessee, in attempting to combat its teacher shortage, assigns teachers from other academic areas to teach a foreign language. State law requires that such teachers become certified within three years.

Title II, EESA money has been used to sponsor several teacher inservice workshops. The state also funded a Governor's Academy for Teachers of Foreign Languages.

73,000 students in grades 7-12 (30 percent) are studying a foreign language.

Texas

Texas is currently experiencing a statewide shortage of Latin teachers. A summer institute for certified teachers to add Latin to their credential began in 1988 and will conclude in 1989. Stipends were provided for 12 teachers to attend the program at University of Texas at Austin.

Supply and demand studies indicate there will be an annual demand of 327 foreign language teachers from 1987-1988 through 1991-92. While the estimated pool of teachers in roughly 500, at least 25 percent of these will probably not seek employment as language teachers in Texas. The supply figure will actually be much closer to 375, leaving the possibility open for shortages, particularly in smaller districts.

Numerous small districts subscribe to distance learning systems in the state: TI-IN from San Antonio in French, Spanish, German and Latin; InterAct from Houston in French and Spanish; and Region IX Education Service Center from Wichita Falls in Spanish.

Title II, EESA money has been used to fund approxi-

mately 25 summer institutes for more than 300 language teachers since 1985. These institutes provide the opportunity for teachers to improve their language skills as well as preparing them to teach the mandated proficiency-oriented curriculum.

Utah

Utah has a unique pool from which to draw foreign language teachers. The Mormon missionary program fosters the development of oral proficiency, and many returned missionaries complete foreign language certification requirements as an alternative profession.

The Utah State Office of Education offers a summer workshop which focuses on current topics such as methodology, popular music and the ACTFL Oral Proficiency Interview. Brigham Young University also promotes summer incountry workshops for German, French and Spanish. The Utah Rural Schools Conference includes workshops on cooperative learning in the foreign language class.

Utah has developed a Spanish multimedia course which can be administered by a noun-endorsed classroom teacher.

The state legislature recently passed a resolution to reexamine the place of foreign language in the curriculum. Currently, 4 percent of elementary school students and 33 percent of high school students are studying a foreign language.

Vermont

The draft of the new teacher certification requirements call for incoming foreign language teachers to achieve at least an Intermediate High on the ACTFL Oral Proficiency Interview.

Virginia

Special forgivable loans are available to students majoring in foreign languages at state colleges and universities who agree to teach in the state.

The Governor's Foreign Language Academies continue to be successful. In the summer of 1988, six academies (French, German, Spanish, Asian Studies, Russian Studies, and Latin) served 310 students during a three or four week period. The state legislature has approved in full the budget request to run the academies again next year.

Washington

An International Education Bill has passed the state legislature which required Pacific Rim language instruction for qualification for funds. The state is seeing the beginnings of a foreign language teacher shortage, particularly in Japanese and Chinese.

West Virginia

During the 1987-88 academic year, 42 percent of West Virginia's counties reported shortages of certified foreign language teachers. Approximately 22,000 (25 percent) students are studying foreign languages.

Wisconsin

Every school district is required to "provide access to the study of a foreign language each year in grades 9 to 12." Also, to be certified, teachers must have a study abroad experience (or an approved immersion experience) prior to being certified, as well as passing a proficiency test.

The state provides teaching assistants from both Germany and Japan. Teacher immersion programs for French, German and Spanish have been held around the state for the past five years. Funding was provided by the National Endowment for the Humanities and Title II, EESA.

20 percent of elementary students and 30 percent of secondary students are enrolled in foreign languages.

Wyoming

No information available.

STATE ACTIVITIES UPDATE: FOCUS ON THE TEACHER

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